



McLees Elementary

4900 Dobbins Bridge Rd.
Anderson, South Carolina

Grades	PK-5 Elementary School	
Enrollment	720 Students	
Principal	Janet Mills	864-716-3600
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

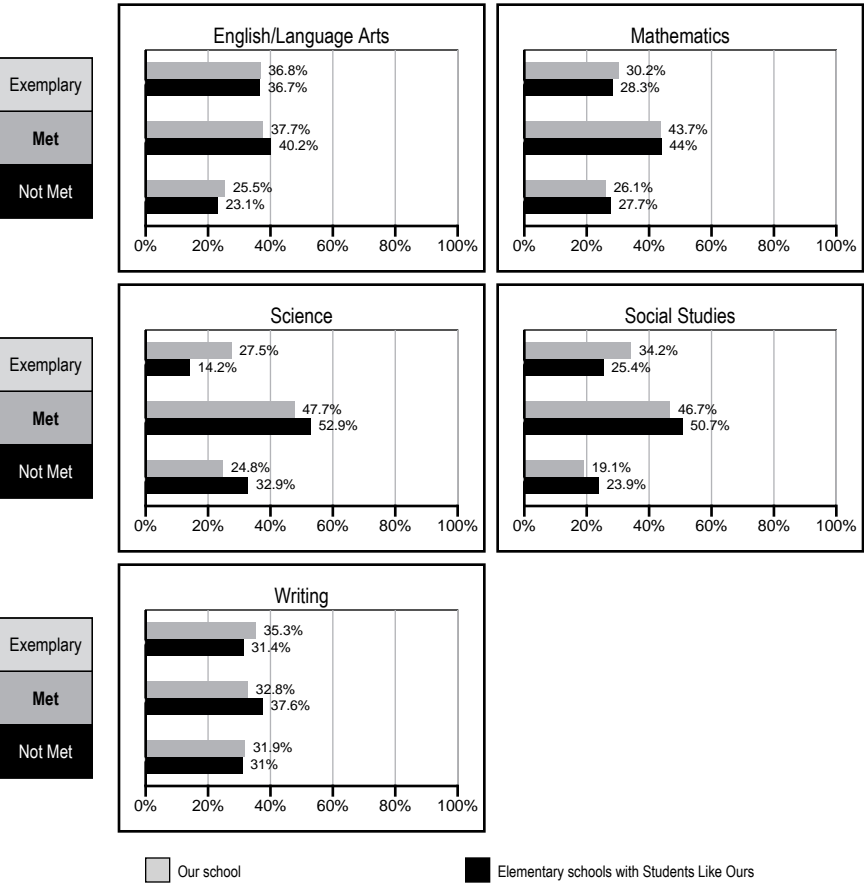
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	25	82	5	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=720)				
First graders who attended full-day kindergarten	99.1%	Up from 95.5%	100.0%	100.0%
Retention rate	2.5%	Down from 5.1%	2.0%	1.9%
Attendance rate	95.8%	Up from 95.5%	96.2%	96.3%
Eligible for gifted and talented	7.9%	Up from 6.8%	10.0%	10.0%
With disabilities other than speech	16.7%	Down from 17.6%	9.5%	7.7%
Older than usual for grade	2.1%	Down from 3.0%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	47.2%	Down from 50.9%	59.7%	59.4%
Continuing contract teachers	77.4%	Up from 65.5%	83.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.2%	Down from 86.0%	88.3%	85.9%
Teacher attendance rate	95.6%	Up from 94.5%	95.1%	95.1%
Average teacher salary*	\$44,807	Down 0%	\$47,517	\$47,149
Professional development days/teacher	11.8 days	Up from 7.4 days	11.8 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 17.6 to 1	19.0 to 1	18.8 to 1
Prime instructional time	90.9%	Up from 89.2%	90.2%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 99.2%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$6,829	Up 6.9%	\$7,433	\$7,458
Percent of expenditures for instruction**	70.9%	Down from 71.9%	67.9%	68.8%
Percent of expenditures for teacher salaries**	69.3%	Down from 69.8%	61.7%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

McLees Elementary School is a magnificent school located on the west side of Anderson, South Carolina. It rests on a beautiful campus nestled in gently sloping farmland. This year we continued to use the theme "Exploring Our World Through Learning" as we pulled together to offer a quality education to our students. McLees had an average enrollment of 700 students and 107 staff and faculty members. We house grades K-5 in regular and special education classrooms. The faculty, staff, and administration work together as a strong team. We are committed to providing a quality instructional program that is tailored for each child in a safe school environment that is conducive to learning.

Our school received a report card rating of average in 2008. We are a Red Carpet and a Schools of Promise school. Two specialized programs offered at McLees were Early Reading Intervention which we implement in kindergarten, first, and second grades, and Reading Recovery which focused on first grade. We continued to incorporate a computer program entitled FastForWord to help students weak in literacy skills. Other instructional programs included computer assisted instruction, science assisted instruction, Daily Calendar Math, and balanced literacy. We continued with our writing recognition programs this year named Best in Show and Maverick Writers. Staff development sessions included balanced literacy, writers' workshop, software programs, Science note booking, Science kits, Responsive Classroom/Cooperative Discipline, and Peer Mediation. Special plans were written for students experiencing difficulty in mastering grade level standards. Other activities included a Robotics Club, Academic Center, Walking Club, Chorus, Post Office, Recycling, and Open House.

At McLees Elementary School we are dedicated to our students and eagerly accept the challenge of guiding them as they become responsible, independent learners in a developmentally appropriate environment. Diversity is appreciated, and family and community are involved as partners in this process!

Principal-Janet Mills SIC Chair-Ms. Krystal Manley

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	94	38
Percent satisfied with learning environment	94.5%	77.4%	80.6%
Percent satisfied with social and physical environment	96.4%	80.6%	81.1%
Percent satisfied with school-home relations	81.8%	81.9%	78.4%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.2%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	346	100	25.2	38.3	36.4	85	88.1	82.8	Yes	Yes
Gender										
Male	174	100	31.9	32.5	35.6	80.6	84.9	79.3	N/A	N/A
Female	172	100	18.6	44.1	37.3	89.4	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	210	100	18.7	35.9	45.5	88.4	92.9	89.5	Yes	Yes
African American	119	100	38.5	41.3	20.2	77.1	80.4	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.4	92.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	88.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	71	100	62.3	31.1	6.6	49.2	57	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	15.4	46.2	38.5	100	83.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	216	100	33.8	43.6	22.6	79.5	81.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	346	100	26.2	43.9	29.9	80.1	84.4	78.9	Yes	Yes
Gender										
Male	174	100	31.3	39.4	29.4	74.4	82.7	77	N/A	N/A
Female	172	100	21.1	48.4	30.4	85.7	86.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	210	100	21.2	38.9	39.9	84.8	90.7	87.2	Yes	Yes
African American	119	100	36.7	51.4	11.9	68.8	73.2	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	98.8	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	91.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	71	100	65.6	31.1	3.3	45.9	50.6	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	23.1	30.8	46.2	84.6	87.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	216	100	33.3	48.7	17.9	73.8	76.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	242	100	25.3	47.6	27.1	74.7	80.8	67.5
Gender								
Male	123	100	25.2	48.7	26.1	74.8	79.8	67
Female	119	100	25.5	46.4	28.2	74.5	81.8	68
Racial/Ethnic Group								
White	150	100	17.4	45.1	37.5	82.6	89.3	79.5
African American	79	100	42.9	50	7.1	57.1	66.2	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.7	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	84.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	49	100	70	22.5	7.5	30	44.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	82	59.6
Socio-Economic Status								
Subsided meals	150	100	35.6	48.1	16.3	64.4	71.3	55.1

Social Studies

All Students	243	100	18.9	47.4	33.8	81.1	84.5	72.3
Gender								
Male	123	100	17	47.3	35.7	83	83.1	71.5
Female	120	100	20.7	47.4	31.9	79.3	86	73.2
Racial/Ethnic Group								
White	146	100	18.1	42	39.9	81.9	89.9	80.7
African American	85	100	22.5	55	22.5	77.5	75.3	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.9	88.5
Hispanic	7	I/S	I/S	I/S	I/S	I/S	88.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	53	100	42.6	53.2	4.3	57.4	56.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	85.7	67.9
Socio-Economic Status								
Subsided meals	151	100	26.1	50.7	23.2	73.9	76.3	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	342	99.1	31.9	32.8	35.3	68.1	75.7	70.2	95.8	96
Gender										
Male	173	99.4	44.1	29.2	26.7	55.9	68.6	63.2	95.8	95.8
Female	169	98.8	19.5	36.5	44	80.5	83	77.5	95.8	96.1
Racial/Ethnic Group										
White	208	100	29.6	28.6	41.7	70.4	82.8	79.1	95.4	95.8
African American	119	98.3	37	39.8	23.1	63	64.3	57.6	96.6	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.6	86.2	96.7	97.2
Hispanic	10	I/S	I/S	I/S	I/S	I/S	71.1	62.6	95	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	99.1
Disability Status										
Disabled	69	95.7	79.3	19	1.7	20.7	30.6	26.1	94.7	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	98.9	98.9
English Proficiency										
Limited English Proficient	18	100	30.8	15.4	53.8	69.2	68.5	61.2	96	96.7
Socio-Economic Status										
Subsidized meals	204	99	41.7	33.3	25	58.3	63.7	58.9	95.3	95.3

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	101	100	20.4	30.1	49.5	79.6
	4	137	100	26.2	41.5	32.3	73.8
	5	108	100	28.6	41.8	29.6	71.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	101	100	25.8	36.6	37.6	74.2
	4	137	100	28.5	40	31.5	71.5
	5	108	100	23.5	56.1	20.4	76.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	51	100	36.2	34	29.8	63.8
	4	137	100	20.8	50	29.2	79.2
	5	54	100	27.1	54.2	18.8	72.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	51	100	12.8	42.6	44.7	87.2
	4	137	100	14.6	46.9	38.5	85.4
	5	55	100	35.3	52.9	11.8	64.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	102	99	29.8	33	37.2	70.2
	4	136	99.3	30.2	34.1	35.7	69.8
	5	104	99	36.1	30.9	33	63.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample